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ABSTRACT

Building upon previous plans and reports developed by the Maryland State Board for Community Colleges (MSBCC), this strategic plan identifies the possibilities that face the MSBCC and the community college system. After describing the statewide planning process for community colleges, the report provides an overview of higher education in Maryland; presents the mission, charter, powers, and duties of the MSBCC; and analyzes the mission of the community colleges in terms of functions, admissions, quality, educational delivery systems, program and student mix, areas and constituencies to be served, and finances. Next, a statistical profile is provided, including data on enrollments; student characteristics; degrees and certificates awarded; current employment/educational status of graduates; revenue; average cost per student; tuition; number of administrators, faculty, and other employees; and physical facilities. The next section highlights the most significant internal issues and trends, including the importance of low tuition, the inadequacy of financial aid, state and regional training needs, and special challenges for economically depressed areas. Next, external issues and trends are discussed in the areas of demography, economics, technology, and business and industry. Finally, the eight strategic priorities of the system are presented: (1) enhance instruction; (2) strengthen the transfer process; (3) increase financial access for students; (4) promote recognition of community colleges; (5) improve facilities; (6) develop human resources; (7) increase support for economic development initiatives; and (8) strengthen public funding. (ALB)

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# Strategic Plan for Maryland Community Colleges

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MARYLAND STATE BOARD for COMMUNITY COLLEGES



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Maryland State Board for Community Colleges

# Strategic Plan for Maryland Community Colleges

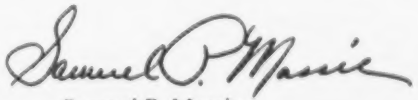
## Foreword

The Maryland State Board for Community Colleges was created in 1968. Since its inception, the Board has been committed to providing the citizens of Maryland with quality educational opportunities. Working closely with local trustees, administrators, and faculty at the seventeen community colleges, the Board has endeavored to meet the educational needs of all citizens.

As we look forward to the 1990s, the Board and the seventeen public community colleges face a number of challenges. Maryland is changing. Changes in residential patterns, the State's economic picture, job opportunities, and the levels of prior educational preparation needed for successful employment are having a significant impact on the educational requirements of the citizens of Maryland. Also, a larger percentage of community college students are enrolling in transfer programs.

Community colleges, whose distinctive mission has been to provide quality, low-cost, responsive programs to meet the educational demands of the community, must be prompt in identifying these changes. The Board, too, must be prepared to define these changing educational needs and to develop strategies for ensuring that the crucial needs will be met.

The Board is proud of its contribution to the growth and development of the community college system. It believes this strategic plan and the recommendations included in the plan will serve as a guide to the Board and to the seventeen Maryland community colleges in responding to the challenges of the future.



Samuel P. Massie
Chairman

June, 1989

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# Planning Structure

The State Board for Community Colleges published its first State plan in 1973. That plan was the result of an extensive review of the past and a projection of the future of Maryland community colleges. An annual update was published from 1975 to 1987. During this period, the plan was revised to meet State planning requirements and the changing needs of the colleges and the communities they serve.

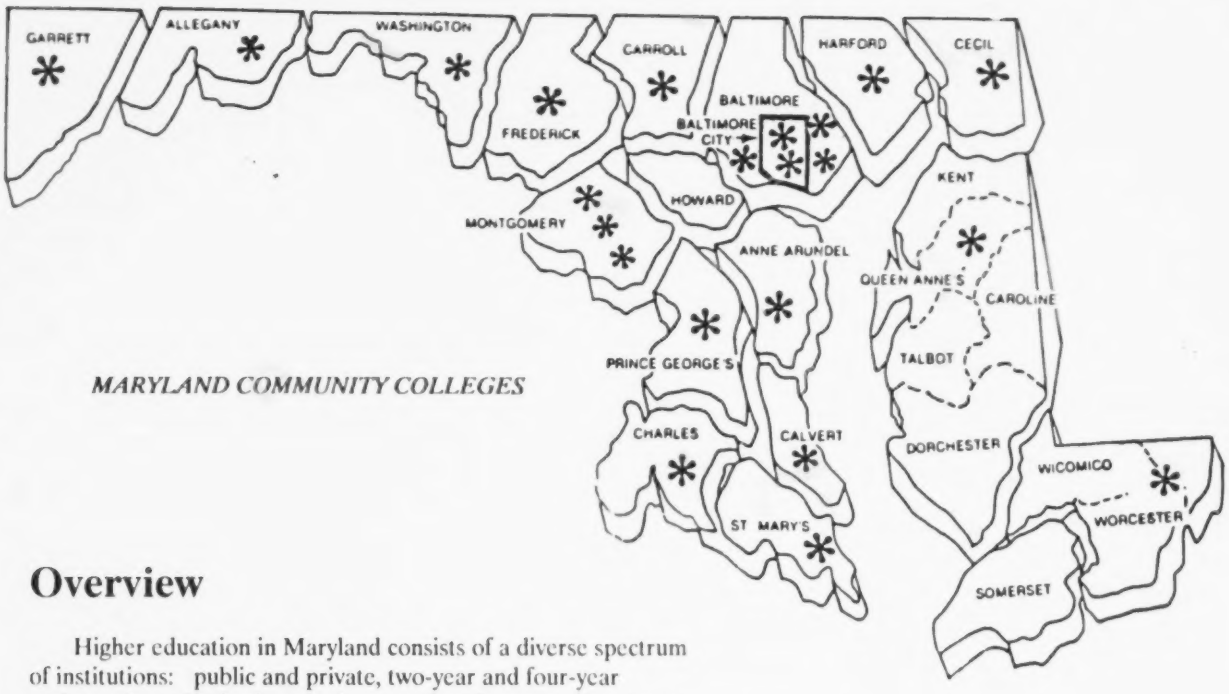
In 1986, the State Board published the **Blueprint for Quality**, a report based on a study conducted by the Board's Committee on the Future of Maryland Community Colleges. The **Blueprint** examined the mission, governance, and financing of the community colleges and made a series of 57 recommendations designed to ensure that community colleges in Maryland would be prepared to meet the challenges of the next decade.

This strategic plan is predicated on a new environment for higher education in Maryland. The 1988 reorganization of higher education, under the leadership of Governor William Donald Schaefer and the Maryland Legislature, did not change the governance or the mission of the community colleges or the State Board. However, the legislation did pose new challenges that the Board and the colleges must address. In addition to the requirement for the State Board to develop a plan, there are explicit requirements for defining campus missions and for establishing accountability plans.

In addition to meeting the requirements of the new higher education legislation, the State Board and the community colleges must respond to a series of challenges identified in recent national, State, and regional critiques of higher education and continue to expand their role in cultural and economic development. The most prominent of these reports, namely the American Association of Community and Junior College's **Commission's Report on the Future of Community Colleges**, presents an exciting view of the future.

This document builds upon previous State Board plans and reports. It seeks to identify the strategic possibilities that face the Board and the community college system. The plan has been reviewed and commented on by State agencies and various community college affinity groups. It will be reviewed and updated periodically to reflect any changing circumstances and conditions that might affect the State Board's ability to promote and support the mission of the Maryland community college system.

This is a strategic plan for the State Board for Community Colleges. As such, it is a link between the broad strategic plan of the Maryland Higher Education Commission for all of higher education and the more focused strategic and management plans of the individual community colleges.




*MARYLAND COMMUNITY COLLEGES*

# Overview

Higher education in Maryland consists of a diverse spectrum of institutions: public and private, two-year and four-year undergraduate institutions, and comprehensive research universities. The seventeen community colleges are governed by boards of trustees representing the political subdivisions sponsoring the colleges. Maryland community colleges are funded by State and local governments and student tuition.

Except for their common mission, the seventeen Maryland community colleges are as varied as the communities they serve. There are two colleges with multiple campuses, two regional colleges serving seven counties, and two colleges that serve multiple counties through special contractual relationships. There are small rural colleges, suburban colleges, an urban college, and colleges involved in the phenomenal growth of the Baltimore-Washington corridor.

The colleges in urban settings are primarily seeking solutions to the social and economic problems that face their communities; colleges in the suburbs feel the pains of growth and exploding populations, just as do their communities; colleges in rural settings struggle with population decline. Given these wide-ranging circumstances, community college curricula and facilities--even relationships with local government--differ significantly. Maryland community colleges are meeting the needs of over 250,000 citizens with credit and noncredit offerings.

Statewide authority for community colleges is vested in the State Board for Community Colleges, which has adopted General Policies for the operation of the colleges.

# Mission of the State Board

***The mission of the State Board for Community Colleges is to coordinate and provide statewide leadership for a high quality community college system to meet changing State and local needs in an accountable way.***

## Charter

Title 10 of the **Annotated Code of Maryland** defines the State Board for Community Colleges as a planning and coordinating agency that shall:

- Develop a plan that implements the mission of the community colleges, upon the recommendation of the Executive Director consistent with the policies of the Maryland Higher Education Commission;
- Promote community colleges on a statewide basis;
- Support and assist individual community colleges;
- Develop, assess, and report institutional performance indicators for community colleges to measure quality and effectiveness;
- Establish and maintain a community college information system for planning and coordinating purposes;
- Assist community colleges in economic development activities; and
- Develop articulation agreements between community colleges and senior institutions.

## Powers and Duties

Title 16 of the Education Article of the **Annotated Code of Maryland** delineates the powers and duties of the State Board. Among its responsibilities, the Board shall:

- Have full statewide responsibility for community colleges and establish general policies for their operation;
- Administer the program of State support for the community colleges;
- Assure the widest possible educational opportunities for students in this State;
- Facilitate the transfer of students between the community colleges and the University of Maryland System and other institutions of higher education;
- Administer the general public junior or community college and regional community college construction program;
- Recommend, review and advise on curriculum proposals;
- Monitor community college administrative practices to assure quality and effectiveness.

# Mission of the Maryland Community Colleges

The success of Maryland's community colleges is in large part attributable to the clarity and distinctiveness of the segment's mission.

***The mission of community colleges is to provide high quality transfer and occupational programs, continuing education courses, and community service programs at a reasonably low cost to students in response to local educational needs.***

The community college mission is unique in that it provides for low cost, non-residential, open admission institutions, funded through a state and local partnership, offering associate degrees, certificates and continuing education courses, certified by a faculty committed to teaching and scholarship, but not sponsored research.

## Functional Emphasis

The hallmark of community colleges is excellence in teaching. As community colleges, they also meet a wide variety of needs for public service.

- ***Awards.*** Community colleges offer coursework leading to an Associate in Arts degree or a Certificate. They may also offer Letters of Recognition and other appropriate documents for completion of coursework that is either noncredit or less than 12 semester hours.

- ***Associate Degree and Certificate Programs.*** Community colleges are comprehensive institutions, offering associate degree transfer programs for students wishing to pursue baccalaureate degrees at four-year institutions and associate degree and certificate occupational programs for students seeking entry-level employment, skills enhancement, and career mobility. Curriculum emphasis is placed both on the acquisition of a strong foundation in the liberal arts and a solid education in the technologies.

- ***Continuing Education.*** Community colleges provide a wide variety of noncredit and continuing education courses that meet the economic development, professional, technical, and environmental needs of the community. These include work-related courses for business and industry, apprenticeship training, preparation for licensure and certification, literacy training, and self-development courses that promote the quality of life.

- ***Support for Economic Development.*** Community colleges play a major role in the economic development of the State by working collaboratively with the Department of Economic and Employment Development to develop a trained workforce that can meet the demands of a changing marketplace. They support local efforts to stimulate economic growth and prosperity by developing new technical programs, retraining dislocated workers or workers whose skills have become obsolete, and offering technical assistance in the credit instructional and continuing education areas.

- ***Student Services***. Because of the diversity of students attending community colleges, the role of the student services program is paramount in community colleges. Student success is viewed as directly related to excellent counseling, financial aid, and other student services.

- ***Community Service***. Community colleges provide a broad array of community service activities, other than formal courses, that support local cultural, civic, economic, and educational needs and enrich the lives of Maryland citizens. These community and public service activities include workshops, seminars, lectures, clinics, health fairs, and cultural events. Campus recreational and athletic facilities are used by individual citizens and community groups.

- ***Research***. Faculty engage in scholarship and classroom research or creative work that maintains their expertise in their discipline and enhances their professional development. Because the primary mission of community colleges is instruction, faculty members engage in only limited sponsored research.

## Admissions

Community colleges subscribe to an open door policy and will admit any person 16 years or older with the desire and ability to benefit from postsecondary courses and programs, regardless of sex, race, ethnic origin, handicap, or socio-economic status. Certain programs, such as nursing, may have specific admissions criteria.

Community colleges provide educational opportunities to students with varying academic backgrounds and experience, but expect students to meet rigorous standards of progress and achievement. Students are required to have their basic skill levels assessed for success in introductory college-level courses and, if found deficient, are placed in developmental courses. Comprehensive academic support services are provided for students underprepared for traditional collegiate coursework.

## Quality

Community colleges value institutional competence and demonstrable quality. Quality is defined operationally for community colleges as student success in transfer achievement and occupational performance, effectiveness and productivity among faculty and staff, and first-rate counseling, physical facilities and learning resources. Student success is measured on a regular basis and the results are published for colleges to use for analysis and institutional improvement.

## Educational Delivery Systems

To increase accessibility, community colleges deliver instruction in a variety of modes and at times that accommodate the needs of part-time students with home and job responsibilities. They offer telecourses, independent study courses, cooperative education courses, contract learning courses, and special seminars, conferences, and workshops. They have weekend classes, evening classes, late-starting classes, and special winter and summer sessions. For the convenience of students, they schedule classes at designated off-campus sites. Most of the colleges have day care facilities for both the full-and part-time students.

Community colleges recognize the importance of prior learning and experience and promote articulation agreements with other educational institutions to provide ease of movement from one academic level to another.

## Program Mix

Community colleges offer Associate in Arts transfer programs in Business Administration, Arts and Sciences, Computer Science, Engineering, General Studies, and Teacher Education. A broad spectrum of associate degree career programs are provided in the business, information processing, health services, mechanical and engineering, natural science, and public service technologies. Noncredit continuing education courses are concentrated in the areas of basic skills, business and management, construction trades, and health.

## Geographic Areas To Be Served

Each of the 24 political subdivisions in Maryland is served by one of the seventeen community colleges. Twelve counties and the City of Baltimore have their own community college. Seven counties on the Eastern Shore are served by two regional community colleges, and four counties are served by neighboring community colleges on a contractual or statutory basis. Eighty-five percent of all community college credit students reside in the county where they are enrolled.

## Constituencies To Be Served

Within the scope of their mission, community colleges serve a wide range of Marylanders, from high school students in gifted and talented programs to senior citizens. In general, community colleges reach out to citizens who might not otherwise have an opportunity to attend college. Thus, in addition to serving traditional students, community colleges offer programs and support services for special populations, such as displaced homemakers, dislocated workers, the academically and financially disadvantaged, and the handicapped. The business community is an important constituency served by community colleges to support education and training for new and existing workers. Because of financial or other reasons, many students transfer from four-year institutions to community colleges; for every 100 community college students who transfer to four-year institutions, 40 students from four-year institutions transfer to community colleges.

## Student Mix

Community colleges enroll over 100,000 students in credit programs and over 166,000 students in noncredit continuing education courses. Over half of the credit students are enrolled in transfer programs, and with the increasingly selective admission policies of many four-year colleges, this percentage is expected to rise. Of those students who are enrolled in programs designed to prepare them for immediate job entry or to upgrade their skills, the largest percentage are enrolled in the business technology programs, followed by health services and information processing.

Seventy-four percent of all credit students attend college part-time. Sixty percent of all credit students are female, and 22 percent are minorities. The average age of all community college credit students is 29. Forty-three percent of all first-time students take at least one remedial course. In the continuing education area, 27 percent of the students already hold a bachelor's degree or higher, reflecting the use of community colleges for upgrading and retraining.

## Relationship of Major Sources of Revenue

Community colleges operate under a unique state and local funding partnership. In fiscal year 1988, approximately 37 percent of the current unrestricted revenues (including State paid benefits) came from State funding, 36 percent from local funding, 25 percent from student tuition and fees, and 2 percent from miscellaneous income.

## Expenditure Priorities

Because of their system of local governance, community college expenditure priorities are set by local boards of trustees. However, the community college system as a whole has established certain priorities. These include enhancing instruction, strengthening the transfer process, increasing financial access for students, promoting the recognition of community colleges, improving facilities, developing human resources, and increasing support for economic development initiatives.

## External Needs, Opportunities, and Constraints

A number of issues pose significant challenges for the Maryland community college system. These include rising tuition costs; inadequate student financial aid; aging facilities and instructional equipment; the demand for basic skills, worker retraining, and technical education programs; and the increasing number of students enrolling in community colleges for their first two years of undergraduate education. Demographic, economic, business, and technological trends are positioning community colleges to play a vital role in the human and economic growth of the State. Maryland community colleges approach these opportunities with enthusiasm and determination. They look forward to continuing to make a major contribution to higher education in the State in the decade ahead.

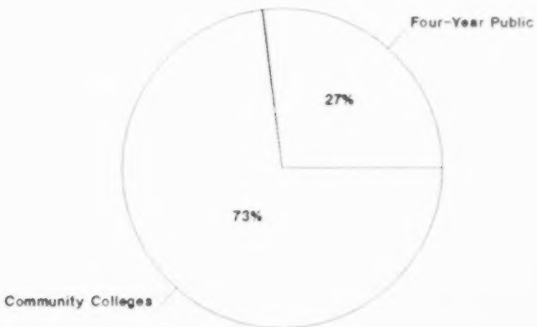
*NOTE: The community college mission is subject to approval by the Maryland Higher Education Commission.*

# Current Situation

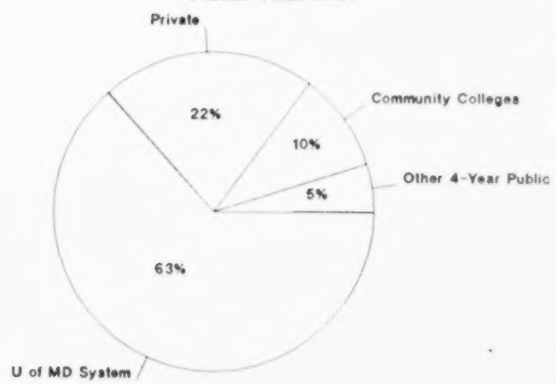
## Students

| | Fall 1988 Credit | FY 1988 Noncredit |
|---|---|---|
| Headcount enrollment | 103,041 | 166,059 |
| Part-time attendance | 74% | 100% |
| Full-time equivalent enrollment | 46,865 | 21,105 |
| Minority students | 23% | 22% |
| Female students | 60% | 63% |
| Average age of students | 29 | 46 |
| Students receiving financial aid | 35% | NA |
| First-time students in a remedial course | 43% | NA |
| Students enrolled in transfer programs | 52% | NA |
| Students seeking AA degrees | 38% | NA |
| Average number of years to AA degree | 4.5 | NA |

Lower Division Credit Enrollment
Maryland Public Colleges
Fall 1988




General State Scholarships
Maryland Collegiate Institutions
Fiscal Year 1987



- **State Funding**. Community colleges need increased funding if they are to maintain quality and to expand their role in the education of the people of Maryland. Recent years have seen large increases in student tuition and in local government support for the colleges. Although community colleges received a substantial increase in State support for fiscal year 1990, during the last four years the University of Maryland and the private colleges received State aid increases at a rate about three times greater than that received by community colleges. In a quality system of higher education, each part of the system must be uniformly strong. Community colleges need additional State funding to hold down tuition increases, to purchase up-to-date instructional equipment, and to provide new and expanded instructional programs. With low operating costs per student and lower tuition when compared to four-year institutions, community colleges represent a great value for each dollar invested by the students and the State.

- **Response to State and Regional Training Needs**. In fiscal year 1988, Maryland community colleges served over 39,000 credit students in career programs and over 88,000 students in occupational noncredit courses. Various regional economic development committees commended the community colleges for their contribution to economic development. However, more technicians and skilled workers are needed to meet the training requirements of business and industry. To do so, Maryland community colleges must overcome obstacles related to insufficient funding, to current restrictions for providing training outside a college's jurisdiction, to inadequate marketing of community college training capabilities, and to a lack of data about job openings.

- **Emphasis on the Transfer Process**. The adoption of more selective admission requirements by Maryland's public baccalaureate institutions has resulted in an increase in community college transfer students. At the same time, the number of minority and part-time students with special needs has continued to grow. For these students, many of whom have job and home responsibilities, the community college represents the only opportunity to complete the first two years of a baccalaureate degree. Current statewide transfer policies do not sufficiently reflect the changing nature and diversity of the community college population. New transfer policies, that address the diversity of community college students and that take into account the range of transfer options, need to be developed in cooperation with four-year institutions and the Maryland Higher Education Commission.

- **Lack of Recognition**. There is a myth in our society that quality education is defined by selectivity and cost. Some people believe that the best colleges are those where it is difficult to be admitted and where the tuition is high. An example is the rating of four-year colleges in *U. S. News and World Report*. Community colleges use a different yardstick; they accept students where they are in their educational career and measure quality by the end result. Even though community colleges are changing lives across the State, community colleges do not receive the visibility and recognition commensurate with their accomplishments. The net effect of this lack of recognition is lower funding levels and a diminished role in policy development.

# External Issues and Trends

Community colleges are woven into the social and economic fabric of the State and their local communities. As such, external issues and trends have a direct effect upon the colleges, influencing their direction and priorities. The following external issues and trends will have a dominant impact on Maryland community colleges in the future.

## Demographic Trends

***Population***

- The population of Maryland is expected to grow by 7 percent between 1990 and 2000, to just over 5 million people. The fastest growing subdivisions are expected to be Calvert County (27 percent) and Howard County (23 percent), while a one percent decline is expected in Allegany County and a 3 percent decline is expected in Baltimore City.

***Age***

- The average age of the population and the workforce is rising, and the pool of young workers entering the labor market is declining. During the last decade of this century, it is projected that the number of persons 20-44 years old will decrease by 5 percent in Maryland while the number of persons age 65 and above will increase by 18 percent.

***Race***

- Minorities will represent a larger share of the new entrants into the labor force. In the United States in 1985, white males represented 47 percent of the labor force. However, between 1985 and 2000 white males will represent only 15 percent of the new entrants to the labor force.

- Between 1990 and 2000 in Maryland, it is projected that the minority population will increase by 11 percent while the white population increases by 6 percent.

***High School Graduates***

- In the previous five years, the number of high school graduates in Maryland has declined 11 percent. This decrease in high school graduates is projected to continue until 1994.

***Freshman Enrollment in Four-Year Institutions***

- The criteria for admission as a freshman to a Maryland public four-year institution has become increasingly selective. More students who previously might have entered a four-year institution must now find an open door college to establish a sufficiently high grade point average for later admission to a four-year college campus.

## Economic Trends

***Changing Nature of Work***

- Technology is upgrading the skills needed for most jobs. By 1990, three out of four jobs will require some education or training beyond high school. However, the number of jobs requiring a bachelor's degree is not expected to change significantly. The following table shows the occupations with the greatest growth, both in terms of absolute growth and relative growth.

- The service industries are expected to create nearly all of the new jobs and most of the new wealth by the year 2000. While still important, manufacturing industries will represent a much smaller share of the economy in the year 2000.

- The average worker in the United States changes jobs 6.8 times and changes occupations three times within a lifetime.

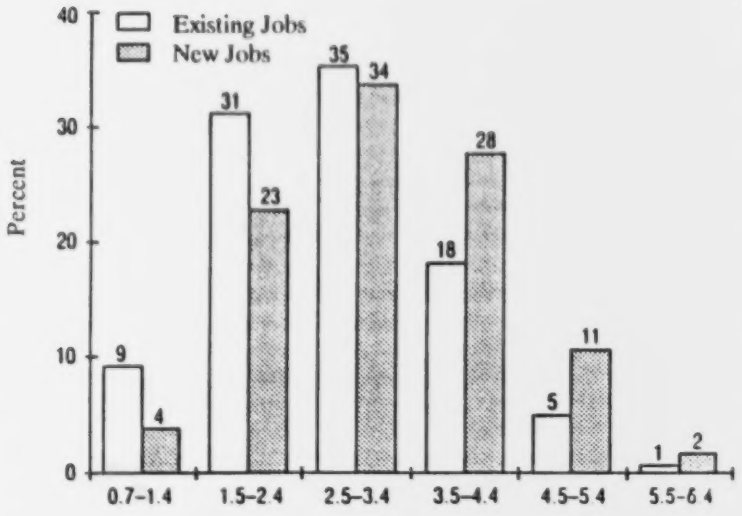
New Jobs, 1986-2000
(National Data)

| Largest Absolute Growth | | | Fastest Growth Rates | | |
|---|---|---|---|---|---|
| Occupation | New Jobs | Percent Change | Occupation | New Jobs | Percent Change |
| Retail sales | 1,200,000 | 33% | Paralegal | 64,000 | 104% |
| Waiter/waitress | 752,000 | 44 | Medical assistant | 119,000 | 90 |
| Nursing | 612,000 | 44 | Physical therapist | 53,000 | 87 |
| Janitor | 604,000 | 23 | Physical therapy aide | 29,000 | 82 |
| General manager | 582,000 | 24 | Data processing equipment repair | 56,000 | 81 |
| Cashier | 575,000 | 26 | Home health aide | 111,000 | 80 |
| Truck driver | 525,000 | 24 | Systems analyst | 251,000 | 76 |
| Office clerk | 462,000 | 20 | Medical records technician | 30,000 | 75 |
| Food counter worker | 449,000 | 30 | Employment interviewer | 54,000 | 71 |
| Nursing aide | 433,000 | 35 | Computer programmer | 335,000 | 70 |

Source: U. S. Bureau of Labor Statistics

- Most new jobs in service industries will demand higher skill levels than the jobs of today. Few new jobs will be created for those who cannot read, follow directions, and use mathematics. The dramatic difference between the skill levels of the current and the future workforce is illustrated below.

Low Skilled Jobs Are Declining




| Representative Jobs | Skill Rating |
|---|---|
| Natural scientists | 5.7 |
| Lawyers | 5.2 |
| Engineers | 5.1 |
| Management | 4.4 |
| Teachers | 4.2 |
| Technicians | 4.1 |
| Marketing and sales | 3.4 |
| Construction | 3.2 |
| Administrative | 2.9 |
| Service occupations | 2.6 |
| Precision production | 2.5 |
| Farmers | 2.3 |
| Transport workers | 2.2 |
| Machine setters | 1.8 |
| Hand workers | 1.7 |
| Helpers and laborers | 1.3 |

Source: Hudson Institute

***Shortage of Workers***

- "The Baltimore region is surprisingly deficient in many of the basic requirements for today's advanced industrial and service economy--a well-developed cadre of technicians to meet the increasingly sophisticated human resource requirements of area industry; comprehensive engineering and computer science programs; high-quality business education programs; a well-developed continuing education enterprise; a full complement of academic programs on issues important to major urban centers; and an effective system for producing new K-12 teachers and upgrading existing ones."

- In Maryland, the rate of job creation is rising faster than the rate of new workers. At current rates, Maryland will have 150,000 more jobs than workers by the year 2000.

- There are an estimated 400,000 functionally illiterate people in Maryland.

- Maryland has 60,000 persons on welfare, most of them lacking education and work experience.

- Each year, about 16,000 Maryland young people drop out of school.

## Technological Trends

***Instructional Technology***

- The new capabilities of computers, video devices, and telecommunications are setting the stage for changes in the delivery of education and for improvements in the learning process.

- Teleconferencing via satellite is making the student and the faculty an integral part of larger dialogues within professions and across communities and nations.

- New computer software is expanding the number of users and providing new ways of managing/transforming instruction, instructional support, testing and placement, and counseling assistance.

- Computer-assisted teaching systems combined with video and telecommunications are allowing students to progress at their own pace and receive immediate feedback, which enhances student motivation.

- New transportation methods and patterns have created an international marketplace and have changed what people need to know and the criteria on which learning will be judged.

## Business and Industry Trends

- Maryland increasingly competes with other states for new business. Maryland's business climate includes a variety of economic incentives and higher education and training opportunities.

- To compete effectively, the Department of Economic and Employment Development and the Maryland community college system are working together to provide job training, business development centers, and excellent higher education opportunities in each community. Among the joint ventures are the Partnership for Workforce Quality, International Trade Seminars, apprenticeship training, and Hospitality Maryland Style.

Sources: Maryland Department of State Planning; *Workforce 2000,* U. S. Department of Labor; *Business Week;* Maryland Governor's Employment and Training Council; *Employment Policies: Looking to the Year 2000,* National Alliance of Business; The Greater Baltimore Committee Report on Higher Education.

# Strategic Priorities

The mission of the Maryland community college system charts the direction for the future. That direction is influenced by the current situation, but it cannot be separated from internal and external issues and trends discussed previously in this plan. In light of those issues and trends, the State Board for Community Colleges has established the following strategic priorities in order to more effectively fulfill the community college mission.

These strategic priorities are complementary to the regular and ongoing functions of the State Board for Community Colleges, such as the review and evaluation of instructional offerings, the administration of the program of State financial support, the review of college financial statements and management letters, and the development and analysis of institutional performance indicators.

## 1. Enhance Instruction

The courses and programs taught to over 250,000 Maryland citizens are the heart of the Maryland community colleges. The State of Maryland faces not only a shortage of workers but a shortage of skills in the workers that are now employed. To ensure that community colleges are in the forefront in the effort to meet these needs, the State Board will:

- Urge community colleges and local school districts to implement tech prep programs. Tech prep programs are integrated occupational programs that begin in the junior year of high school and conclude with the community college Associate in Arts degree, leading to immediate employment in a technical occupation.

- Promote coordination between the State Department of Education and community colleges to implement technical preparation and vocational-technical education programs.

- Urge community colleges to implement computer-based instruction on the widest possible basis, consistent with sound educational principles.

- Urge community colleges to develop sequential, coherent programs for students underprepared for collegiate level coursework that include tracking and assessing student performance, intervention strategies, and staff development.

- Urge community colleges to develop monitoring and evaluation systems to ensure quality and consistency in instructional offerings and academic support services.

## 2. Strengthen the Transfer Process

Fifty-two percent of all community college students are enrolled in transfer programs. As participants in Maryland's higher education system, they expect and deserve to continue their education at a four-year college with neither credit loss nor needless repetition of coursework. Despite ongoing articulation efforts, many students encounter problems in the transfer process. To help ensure that students will experience a smooth transition from the community college to the baccalaureate institution, the State Board will:

- Urge the Maryland Higher Education Commission to adopt statewide policies that will improve articulation between community colleges and four-year colleges.

- Encourage the Maryland Higher Education Commission to establish a permanent Advisory Articulation and Transfer Committee to review and evaluate transfer policies and practices, to make recommendations for improvement, and to arbitrate disagreements.

- Urge all public institutions to develop a system of data exchange that charts the progress of students who transfer from two-year to four-year institutions.

- Promote the success rate of community college transfer students.

## 3. Increase Financial Access for Students

Even though community colleges enroll the students with the lowest incomes among the segments of higher education, tuition in Maryland community colleges is the 9th highest in the nation. Compounding this problem, the State's financial aid programs do not serve community college students well. Community colleges received only 596 of the 5,933 General State Scholarships and 903 of the 6,101 scholarships awarded by Senators and Delegates in fiscal year 1987. To increase financial access for students, the State Board will:

- Urge the Maryland Higher Education Commission to revise the General State Scholarship Program to include part-time community college students and to make 20 percent of the awards available in August.

- Urge the local community college boards of trustees to adopt policies to ensure that the student contribution to college costs through tuition and fees is as low as possible.

## 4. Promote Recognition of Community Colleges

Actions will be taken to strengthen the statewide profile of the Maryland community college system and to enhance the image of the community colleges among those who are not familiar with the colleges' roles and functions. The State Board will:

- o Promote excellence by formal recognition in statewide ceremonies and through special awards for outstanding achievement by community college students, faculty, trustees, alumni, and corporate partners.

- o Urge each community college to establish a chapter of Phi Kappa Theta, the national organization that promotes and recognizes student scholarship, and to hold an annual ceremony to recognize the outstanding accomplishments of student scholars.

- o Seek funds to develop a public information campaign that maximizes citizen awareness of community colleges and that focuses attention on the unique contributions of community colleges to Maryland's educational system and its economy.

- o Encourage community colleges to make effective use of advertising to promote and inform the public about educational opportunities available at Maryland's community colleges.

## 5. Improve Facilities

A quality education is dependent upon quality facilities. Provisions must be made to maintain aging facilities. Plans must be made to increase the existing space to accommodate growing enrollment and instructional demands. The State Board will:

- o Review the community college space guidelines to assure that they are relevant to the current role and function of the colleges.

- o Seek an emergency revolving capital repair fund for designated emergency repairs eligible for funding on a matching basis with local subdivisions.

## 6. Develop Human Resources

The greatest asset of Maryland community colleges is their faculty and staff. Part-time faculty are becoming increasingly important in the wake of the growing demand for community colleges to respond to workforce training and retraining needs. If community colleges are to continue to maintain exemplary faculty and staff, they must expand professional development opportunities and support programs for faculty renewal and revitalization. At the same time, community colleges must be committed to increasing female and minority representation among the faculty and staff to reflect a more diverse student population. To promote excellence and diversity among the faculty and staff, the State Board will:

- Urge community colleges to support faculty renewal and revitalization programs and to expand professional development opportunities for credit and continuing education instructional staff.
- Urge community colleges to increase female and minority representation among the faculty and administrative staff to meet the goals specified in the statewide desegregation plan.
- Initiate a series of statewide workshops for community college personnel and affirmative action officers to facilitate the attainment of affirmative action goals.
- Urge community colleges to support faculty scholarship, including classroom research, by rewarding scholarly achievement.
- Establish internships to enable faculty and staff from the community colleges to gain State-level experience.

## 7. Increase Support for Economic Development Initiatives

Community colleges are recognized for their responsiveness, their flexibility, and their ability to customize training for the special needs of business and industry. While initiatives have been taken at every community college to stimulate economic growth, the breadth and scope of the statewide thrust toward increased economic development requires even more coordination and support. To this end, the State Board will:

- Work with the Department of Economic and Employment Development to provide a greater supply of highly trained technicians to meet the needs of the State's changing economy.
- Encourage colleges to provide technical assistance and specialized training to businesses and industries seeking to adapt to technological change.
- Urge community colleges to promote small business development by expanding the services offered at the newly-established network of small business centers.
- Encourage the development of three additional advanced technology centers to be located in Southern Maryland, Baltimore, and the Eastern Shore to facilitate technology transfer and to disseminate information on industry trends and resources.

## 8. Strengthen Public Funding

A quality community college system depends upon funding from State and local governments commensurate with that goal. With support from Governor William Donald Schaefer and the Maryland Legislature, State funding for community colleges in fiscal year 1990 increased substantially; this pattern must be continued in order to support the human and economic development of the State. Local support for community colleges is strong in some subdivisions but weak in others. The State Board will:

- Seek State and local funding necessary for program expansion and improvement. By fiscal year 1994, the State should reach the goal of providing community colleges with 50 percent of the operating cost per full-time equivalent student.

- Seek additional ways to increase State aid to community colleges located in subdivisions with limited ability to support a community college.

- Seek challenge grants for innovative projects. The purpose of this grant program would be to stimulate new and creative initiatives by community colleges in response to areas of need identified by the State. Special areas would be targeted by the State Board, and community colleges would compete for the funds with written proposals.

- In concert with the plans of the Maryland Higher Education Commission, seek funds for the State Board to coordinate community college instruction by telecommunications, possibly through grant support to an individual community college who would perform this function for the community college system. These funds would be used to support the community colleges in writing grant proposals, coordinating community college telecommunications efforts, and producing instructional programs using telecommunications.

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The name of the President is shown for each college.
The area code for all Maryland community colleges is 301.



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